The College Blueprint
From Exploration to Acceptance

SELF-PACED MODULE
EDUCATOR GUIDE
The college exploration and admissions process can be overwhelming and confusing for many students and families. The good news is that, according to the Higher Education Research Institute, more than three-quarters of students are accepted by their first-choice college. That means that, with the right preparation, guidance and belief in themselves, many young people have an excellent chance of getting into a school that’s a good fit for them!

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The College Blueprint: From Exploration to Acceptance module was designed to help students build that knowledge, preparation, and confidence. The self-guided learning module arms students with information, activities and advice to help them move from college exploration to college acceptance. Throughout the module, students will learn strategies for finding colleges that are a good fit for them, ideas for making the college application process easier, steps they can take before and during senior year to get ready and information that can help them pay for college.

The primary audience is high school students, but middle school students and parents/guardians can also benefit from the College Blueprint. While it is primarily designed for students to move through at their own pace in a one-to-one environment, this Educator’s Guide has been designed to help educators, guidance counselors and parents/guardians support or lead the learning in a one-to-many environment or at home.

THE COLLEGE BLUEPRINT: SUMMARY

In this module, students go on a “virtual” campus tour to learn the basics of college access, exploration, the application process and paying for college. The virtual tour is grounded in the visual of a campus map with buildings students can digitally “enter” to learn the content. Stops on the tour include:

• **Student Center**: Students learn strategies for researching and identifying colleges that are a good fit for them.

• **Admissions Office**: Students learn about what admissions officers look for when admitting students, different types of applications and steps they can take to strengthen their applications.

• **Financial Aid Office**: Students learn about the many options available to help pay for college and how to research additional financial resources.
HOW THE TOUR WORKS

When students first enter the virtual campus tour, they meet Aaliyah, their student tour guide. They can choose between several tour stops on the campus map: Student Center, Admissions Office, Financial Aid Office, Campus Culture Quiz, and College Myths vs. Truths. The review and post-test sections are unlocked once the Student Center, Admissions Office, and Financial Aid Office stops are completed.

Each building is labeled and clickable. At each stop, students learn content, complete activities and answer questions. When students complete each stop, they are taken back to the campus map to choose their next stop. The stops can be completed in any order.

EDUCATIONAL STANDARDS

The module content was developed to follow two sets of education standards: the Arizona College Access Network (AzCAN) College Access Standards and the American School Counselor Association (ASCA) National Standards for Students. For more information about both sets of standards and how the module content follows them, refer to the Educational Standards for College Preparation section of this document.

KEY LEARNING OBJECTIVES

After completing the College Blueprint, learners will:

• be more confident about identifying and getting accepted to a college that’s a good fit for them.
• be more knowledgeable about different postsecondary education pathways and related career opportunities.
• understand how their abilities, skills, interests and aspirations intersect with college and career options.
• have a greater understanding of and increased confidence about navigating the college-admissions process.
• be more knowledgeable about how to access resources that can help them get into and afford the college of their choice.
HELPING STUDENTS NAVIGATE THE COLLEGE BLUEPRINT: PREPARATION

It is recommended that educators complete the College Blueprint prior to sharing it with students. This will allow you to build your background knowledge and experience what students will experience so that you are better able to anticipate their reactions, questions and misconceptions.

HOW TO USE THE COLLEGE BLUEPRINT

The College Blueprint is designed to be flexible to meet the needs of many different learning environments. Examples include:

- **Self-guided learning** - Students using the College Blueprint for independent, self-guided learning can move through it at their own pace. Educators in a classroom environment can also assign the College Blueprint as an out-of-class activity.

- **Working in pairs or at centers** - Students can take turns answering the questions throughout the College Blueprint and in this guide, or they can work together to answer the questions. Educators who are working with students at different reading levels and with varying knowledge will want to make sure they provide all group members with an opportunity to read and comprehend the information before moving on.

- **Class environment** - If you are leading a group in a one-to-many environment, you can use a projector and screen or whiteboard to make the College Blueprint the focus of instruction and discussion. Use the questions in this guide and a show of hands during each topic to gauge student comprehension.

- **Customized instruction** - You may also choose to use discrete elements from the College Blueprint (e.g., activity, assessment) that best fit your timeframe and curriculum. The campus map, which serves as a navigation menu for the “stops” in the tour, can help you select specific parts. Keep in mind that the College Blueprint takes students through a storyline. If you start in the middle, you may want to provide students an overview such as the College Blueprint summary above.

**Educator Tip**

Are you ready for your students to begin? Here are some questions that can help set the stage for learning.

- Who should be involved as you go through the college selection process?
- How will going to college positively impact you and your family?
- What do we mean when we say a college must be a good fit?
- What about the college process do you find intimidating? How can mentors, teachers and other supporting adults help ease the stress?
- How can your school better support your efforts for your path to college?
- What are you interested in studying in college? Is there a specific major you are considering?
INTRODUCTION

In the introduction, students are welcomed to the virtual campus tour by Aaliyah, a college sophomore who will serve as their tour guide. Aaliyah explains the stops on the tour and helps build confidence that, if students want to go to college, they can!

PRE-ASSESSMENT

Three pre-test items help students gauge their previous knowledge about some of the topics they will explore. Correct answers are in **bold**.

1. When trying to find a college that is a good fit for you, which of the following is true? Select the best answer.
   a. It’s important to keep in mind that there are some colleges that would be a good fit for everyone.
   b. It’s not important to research the size of a college, because both small and large colleges offer the same benefits.
   c. It’s important to consider personal interests and social activities you enjoy when choosing a college.
   d. It’s not important to research the average GPA and standardized test scores of those who are accepted to a college you’re considering.

2. Which of the following applications allow you to apply to multiple colleges at the same time? Select all that apply.
   a. The Common Application
   b. The Coalition Application
   c. The Institutional Application
   d. The System-Wide Application

3. Which of the following is an example of a scholarship?
   a. $5,000 per year from the college in recognition of your high school GPA
   b. $5,000 per year from the college for working at the campus bookstore
   c. $5,000 per year from the government that can be paid back within 10 years
   d. $5,000 per year from the bank that can be paid back within 10 years

CONFIDENCE RATING

Students are asked how much they agree or disagree with the following statements.

- I know about the different types of colleges available to me.
- I know the steps to take to apply for college.
- I feel confident that I will be able to get into college.
- I feel confident that I know about different options available to help me pay for college.
SECTION 1 | EXPLORATION AND COLLEGE CULTURE

STUDENT CENTER

The Student Center is where students learn how to research and build a list of schools that could be a good fit for them.

Educator Tip: It’s important to emphasize that each student will have a “good fit” that is unique to her/him. There are many factors students should consider when picking colleges, and the purpose of this section is to familiarize students with them.

Educator Tip: The optional stop, “Campus Culture Quiz,” can be used during or after this section to help students figure out which Campus Culture fits them best. It is meant to be a fun, survey-type quiz where students match their interests to a potential college type.

WHERE TO BEGIN?

How does a student start building a list of potential colleges? In this flip-card activity, students are presented a list of questions they can ask themselves as they consider which colleges may be a good fit for them.

Educator Tip: The purpose of this activity is for students to explore options; there is not one correct answer for any of these questions.
COLLEGE EXPLORATION

To evaluate a college fit, students can also look at its geographic location; urban, rural or suburban setting; selectivity, size (total student enrollment), type (public or private), academic focus; campus culture, available financial assistance and other interesting and fun facts.

In this click-and-reveal activity, students are presented with a map of 10 colleges that each offer something unique and different. The main purpose of this activity is to expose students to a sample of colleges across the United States with varying features. Be sure that students realize there are thousands of colleges they can explore.

Here are the 10 colleges in the activity and also a list of websites you may find helpful for students to explore more colleges and find their right “fit.”

- Bryn Mawr College
- City College of New York
- Gonzaga University
- Grinnell College
- Harvard University
- Howard University
- Purdue University
- Stanford University
- University of Alabama
- U.S. Coast Guard Academy

Educator Tip: Students likely will want to explore additional colleges. After completing the module, encourage students to visit these websites to learn more.
FORMATIVE ASSESSMENT

Throughout the College Blueprint there are formative assessment questions to reinforce and help students gauge their own learning. In this question, students select the college exploration factors that are most important to them.

Question: There are many factors to consider as you develop your list of potential colleges. Select the five factors from the list below that are most important to you as you develop a list of possible colleges.

Selectivity
Cost
Campus culture
Distance from home
Financial aid available
Majors available
Size
Social opportunities
Weather
**SECTION 2 | APPLYING TO COLLEGE**

**ADMISSIONS OFFICE**

At the Admissions Office, students gain a better understanding and increased confidence about navigating the college admissions process. Students learn about the college application, as well as what admissions officers are looking for, both on and outside of a student’s application.

**ADMISSIONS OFFICER**

Ricardo, the Admissions Officer, welcomes students to the Admissions Office. Ricardo shares factors that admissions officers often find most important.

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**GETTING READY**

Ricardo explains that there are many things students can do in high school that can help them prepare for the college admissions process. A list of steps they can take at each grade level is outlined.

**Educator Tip:** You may want to stop here and invite students to assess their own progress against each of these steps.
ANATOMY OF AN APPLICATION

There is no one right way to fill out every application because applications vary depending on the college. Some colleges use an application that is unique to their college only. Three general types of applications are introduced: institutional applications, system-wide applications and multi-institute applications (the Common Application, Coalition Application and Universal College Application).

A click-and-reveal interaction of a sample application is presented. Students can click on spots within the application to learn more.

Profile
Family
Courses and Grades
GPA Scale
Honors Courses
Testing
Activities
Letters of Recommendation
Personal Statement

Educator Tip: Be sure students know that each application will vary somewhat. Several common features of applications have been highlighted but they are not exhaustive of what students will need to complete.

PERSONAL STATEMENT

In this flip-card interactive, students are introduced to common personal statement prompts and some tips to consider when writing them.

Educator Tip: To help students reinforce the concepts of the personal statement, use this discussion question:

What are some examples of what you would include in your personal statement? (Students’ answers should focus on the idea that a personal statement is a time to go beyond GPAs, test scores and what can be found on a “fill in the blank” application. A personal statement is the time for students to tell a story, show how they stand out from the crowd and reveal what makes them who they are as a person.)

Educator Tip: If students would like to explore writing their own personal statements, here are some resources to help them:

- Visit TGREDUExplore.org for access to a suite of college access lessons.
- Visit the Common Application website at www.commonapp.org and locate the current year’s personal essay prompts.
- Students should select the prompt that interests and inspires them the most. Invite students to write their personal essay using the five stages of the Writing Process as listed here:
  1. Read the question or topic carefully.
  2. Draft your essay; you may have to write and rewrite it several times.
  3. Proofread for any spelling and grammatical errors.
  4. Have a mentor or teacher provide constructive feedback.
  5. Be yourself and be original.
Question: Which of the following is good advice you should follow when writing a personal statement for a college application? Select all that apply.

a. You should write about what makes you unique and how you might stand out from other applicants.

b. Your writing style should be very formal, and you should avoid using descriptive words or discussing your feelings.

c. The opening paragraph should be a review of the information you provided on the application so far.

d. You should carefully read writing prompts to make sure you are answering the questions correctly.

e. You should double check to make sure that your essay is grammatically correct.

FORMATIVE ASSESSMENT

Throughout the module, there are formative assessment questions to reinforce and help students gauge their own learning. In these two questions, students see what they have learned about the college application process.

Question: Let’s see what you have learned. Stefan is a sophomore in high school and is planning to go to college. He is considering whether he should take honors classes and if he should continue participating in the math club and soccer team next year. He has been given lots of advice from friends and family. Which is the best advice?

a. Colleges only look at your grade point average, so he should take easy classes and not participate in clubs or sports to ensure that he gets good grades.

b. He should take honors classes and stay in the math club and soccer team. It shows colleges that he can handle a challenge, is highly motivated and is well-rounded.

c. Colleges are most interested in a student’s extracurricular activities, so he should stay in the math club and soccer team, not take honors classes, and study more for the ACT.

d. He should focus primarily on taking honors classes and building a good academic resume, because colleges do not consider a student’s extracurricular activities.
SECTION 3 | FINANCIAL AID

FINANCIAL AID OFFICE

There are many resources available to help students afford to pay for college, but many high school students and their parents may be unfamiliar with them. In this last mandatory stop, students visit the Financial Aid Office to get acquainted with basic financial aid information. A financial aid specialist leads this part of College Blueprint and outlines basic terms such as financial aid package, grants, loans, work-study programs and scholarships. Resources to understand and apply for financial aid, such as FAFSA, CSS Profile and the Net Price Calculator are also introduced.

FINANCIAL AID SPECIALIST

In the Financial Aid Office, students meet Melissa, the financial aid specialist. At this stop, students will look at the basics of financial aid. Financial aid is money the students can get from the government (federal, state or a combination of both), from the college itself, or from other sources to help pay for college. It can come in several forms like grants, loans, work-study and scholarships.

Educator Tip: It’s important to emphasize that all students should apply for financial aid no matter what their financial circumstances.
INTRODUCTION TO FINANCIAL AID

In this interactive, students explore tabs about the different forms of financial aid available. The tabs explore the following:

- What is a financial aid package?
- Grants
- Loans
- Work-Study
- Scholarships

Educator Tip: You can reinforce the content by asking these questions before moving on:

- What are the differences between a grant and a scholarship?
- What are the parts of a financial aid package?
- Are all loans the same?

Educator Tip: To reinforce what the students just learned before their formative assessment, use this discussion question:

- Kayla has just received two financial aid award letters from two different colleges. College A has awarded her more money overall; it comes in the forms of scholarships and loans. College B has awarded her less money overall, but the majority of the money comes from scholarships and work-study instead of loans. Which financial aid award do you think is better, and why? What should Kayla consider when evaluating these two different award letters?

(Students’ answers should focus on the fact that “free money/gift aid” is very important because students never have to pay that back and loans DO have to be paid back. Students should show awareness of the fact that larger financial aid awards should be evaluated against what needs to be paid back later.)
FORMATIVE ASSESSMENT

Throughout the College Blueprint, there are formative assessment questions to reinforce and help students gauge their own learning. In this question, students categorize financial aid options by type.

Let’s see what you learned at this stop. Alex is considering the different options he has available for financial aid. Drag each option to the correct type of financial aid.

1. Hourly pay to answer phones at the College Admissions office fifteen hours each week (Work Study)
2. Borrowed money from the federal government to cover tuition and books (Loan)
3. Free money he’s been awarded from the Athletics department to play basketball (Scholarship)
4. Free money from the federal Pell program that covers tuition costs (Grant)
5. Money given from the TEACH program in exchange for Alex agreeing to teach inner-city students when he graduates (Grant)
6. Money awarded to Alex in recognition of his community service hours in high school (Scholarship)
OPTIONAL STOPS | CAMPUS CULTURE QUIZ AND COLLEGE MYTHS VS. TRUTHS

Students can take two fun, non-graded quizzes designed to help them better understand their own interests and how they relate to the college exploration process.

CAMPUS CULTURE QUIZ

Students are asked questions about themselves to help them narrow down the type of campus culture that may be a good fit for them. Campus Cultures include Collegiate, Academics and Research, Liberal and Creative Arts, Social Causes and Special Interest and Specialized Professional Studies. It is important to note that these categories are not prescriptive and many colleges will have attributes of multiple campus cultures.
COLLEGE MYTHS VS. TRUTHS QUIZ

This fun quiz is designed to help students dispel some myths about the college application process. This is a drop-down activity where students are presented with a statement and then select one of two options: MYTH or TRUTH.

1. Only students with the best grades and tests scores can get into college.
   a. Myth
   b. Truth

2. College is too expensive for me.
   a. Myth
   b. Truth

3. You have to choose a major before you start college.
   a. Myth
   b. Truth

4. Four years working and earning money would be better spent than four years at college.
   a. Myth
   b. Truth

5. Community college can be just as good a way to start a college education as a traditional four-year college.
   a. Myth
   b. Truth
CONFIDENCE RATING

Students are provided another confidence rating to rank their feelings on how well prepared and assured they are now about their path to college.

Educator Tip: If you are leading students through the screens, you may want to pause and invite students to list the most important things they learned during the module before showing the review screen.
POST ASSESSMENT

College Blueprint concludes with a series of assessment questions to help students gauge what they have learned. Students are asked questions about the college fit, how to prepare for college, campus cultures and how to apply and pay for college. Correct answers are in **bold**.

1. There are many things to consider when trying to find colleges that are a good fit for you. Which statements about choosing a college are true? Select all that apply.
   a. **It’s important to consider college size, because big colleges and small colleges offer different benefits.**
   b. The social activities I enjoy should not influence my choice, because social activities get in the way of studying.
   c. All colleges have similar academic programs so it’s more important to consider the location where I’ll be living.
   d. I should rule out certain colleges based on cost at the very beginning of my research process.
   e. **While it’s important to consider the average standardized test scores of those who are accepted, this should not stop me from applying to a college I’m interested in.**
   f. There are some colleges that would be a good fit for anyone.
   g. **There are many colleges that could be a good fit for me.**

2. Below are some steps you learned about that students should take in order to prepare for and complete the college application process. Put the steps in the correct order, from the first to the last.
   - **Box 1: Notify the school of your choice and accept their offer.**
   - **Box 2: Sign up for the PSAT.**
   - **Box 3: Take the ACT or SAT more than once.**
   - **Box 4: Review all acceptance letters and financial aid packages.**

Correct Answer: **Box 2, 3, 4, 1**

3. Think about the different types of campus styles that you learned about. Use what you’ve learned to select the best campus culture type for each of the students below.
   a. Kendra was on the robotics team in high school and is good at math and computer science. She wants to find a school with a great library and challenging courses that will help her learn the latest in robotics technology. A(n) **academics and research** school would best help her meet this interest.
   b. Dylan wants to find a career where he can make a difference in this world. He often volunteers and started the Environmental Awareness club at his school. A(n) **social causes and special interest** campus would best help him meet this interest.
   c. Mica likes to draw and paint. He liked designing sets for his school’s drama club. A **liberal and creative arts** campus would help him best meet this interest.

4. Select the true statements about applying for colleges. Select all that apply.
   a. A personal statement should focus mostly on courses taken and test scores.
   b. Admissions officers focus mostly on the standardized test scores.
   c. **The ACT and SAT can be taken more than twice.**
   d. Most colleges offer a grace period if the application deadline is missed.
   e. The Common Application and The Coalition Application can both be used to apply to several colleges at once.

5. You learned about different types of college financial aid. In each example below, choose from the drop-down menu whether the student’s financial aid is free, borrowed, or earned.
   Jamaal fills out his FAFSA and finds out he’s eligible for $10,000 in federal college loans.
   a. **Free money**
   b. **Borrowed money**
   c. **Earned money**
The government offers Lucia a TEACH grant of $4,000 per year, and in exchange, Lucia signs an Agreement to Serve, meaning she will need to teach bilingual education in a low-income school after college.

- **Free money**
- **Borrowed money**
- **Earned money**

Kiri gets paid hourly three nights a week to help with food service and cleaning at her campus dining hall.

- **Free money**
- **Borrowed money**
- **Earned money**

**NEXT STEPS**

Students are reminded that, if they want to go to college, they can do it. They are provided with additional next steps they can take to help make their college dream a reality.

**Educator Tip:** Academic Resume and Personal Statement activities are two college access college access lessons that are available at TGREDUExplore.org.
**KEY VOCABULARY**

**Academics and Research Campus Culture**
In this type of campus culture, campus life is full of discussing ideas, theories, the latest research and conducting experiments and projects to prove and disprove ideas.

**Collegiate Campus Culture**
In this type of campus culture, campus life is full of sororities and fraternities, attending athletic events and games and socializing with friends.

**CSS Profile**
CSS Profile, lets you fill out one form for many other types of aid, like scholarship programs and aid from colleges themselves.

**FAFSA**
FAFSA, which stands for Free Application for Federal Student Aid, can lead to financial aid from the federal government, such as loans, grants and work-study.

**Financial Aid**
Money you can get from the government, from the college itself or from other sources to help you pay for college. It can come in many forms like grants, loans, work-study programs and scholarships.

**Financial Aid Package**
The combination of all the different types of financial aid offered to students from various sources (loans, grants, scholarships and/or work-study). It provides the college’s cost of attendance, your expected family contribution and shows any gap there may be in funding.

**Grant**
Free money from the government, college, state or private sources, which you do not have to pay back. Examples: Pell grants, TEACH grants, military service grants

**Liberal and Creative Arts Campus Culture**
In this type of campus culture, campus life is full of attending performances, going to galleries, discussing books and performing theater with friends.

**Loans**
Borrowed money that you must pay back over time with interest to the federal government and/or private lenders. Examples: Federal loans, private bank loans

**Scholarships**
Free money for a special talent, achievement, affiliation, or something else. Examples: Scholarships for academic achievement, athletic scholarships, community service scholarships

**Social Causes and Special Interest Campus Culture**
In this type of campus culture, campus life has lots of political, ethical and special interest groups. Students often spend their time organizing and fighting for causes and social change.

**Specialized Professional Studies Culture**
In this type of campus culture, campus life focuses on building specific skills for a student’s career choice. Students are often focused and dedicated to learning their craft and networking with other classmates who are doing the same.

**Work Study**
Part-time jobs that let you earn money to help pay for college. Examples:
- Job in the College of Education doing clerical duties
- Tutoring in the college writing center
The module content was developed to follow two sets of education standards: the Arizona College Access Network (AzCAN) College Access Standards and the American School Counselor Association (ASCA) National Standards for Students.

**Why were these standards used?**
The AzCAN Standards were created based on the National College Access Network (NCAN) Common Measures, a set of indicators to track student progress toward postsecondary enrollment and completion. The aligned standards focus on providing common language and knowledge for students to become college and career ready.

**Can the AzCAN standards apply to your teaching even though you are in a different state?**
Yes, AzCAN is a member of the NCAN and, therefore, adheres to their mission and high quality benchmark. NCAN’s mission is “to build, strengthen, and empower communities committed to college access and success so that all students, especially those underrepresented in postsecondary education, can achieve their educational dreams.” Learn more about NCAN by visiting www.collegeaccess.org.

The ASCA (The American Student Counselor Association) standards focus is on how to eliminate obstacles to help students understand how choices they make today affect their future. These standards align with the College Blueprint’s goal of helping students by giving them guidance, knowledge and practice in their college search and application process. Both sets of standards are designed to define the key knowledge, skills and behaviors needed for prospective college students to successfully become college and career ready.

The specific standards to which the College Blueprint aligns include:

### ARIZONA COLLEGE ACCESS NETWORK: COLLEGE ACCESS STANDARDS FOR STUDENT SUCCESS

**Standard 1:** Students build awareness and aspirations about postsecondary options, including college and careers.
- Competency 1.3 Students gain a deeper understanding of how their own abilities, skills, interests, and motivations intersect with college and career options.

**Standard 5:** Students acquire the college knowledge and skills necessary to successfully transition into postsecondary pathways.
- Competency 5.1 Students gain a deeper understanding of the college-going process, including college assessment tests, admissions processes, potential majors, course of study options, and admission requirements.

**Standard 6:** Participants will understand the fundamentals of financial literacy and financial planning for postsecondary education.
- Competency 6.2 Students gain a deeper understanding of the various financial aid and scholarship options for financing postsecondary education.

### AMERICAN SCHOOL COUNSELORS ASSOCIATION

**Academics/Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

A:B2 Plan to Achieve Goals
- A:B2.6 Understand the relationship between classroom performance and success in school.
- A:B2.7 Identify postsecondary options consistent with interests, achievement, aptitude, and ability.
These resources can be used to reinforce or expand upon students’ understanding of key concepts.

**Resource:** ACT  
**Source:** ACT  
**Description:** Information on the ACT test  
**Link:** [http://www.act.org/](http://www.act.org/)

**Resource:** BigFuture  
**Source:** CollegeBoard BigFuture  
**Description:** College search engine where students can research colleges and match their own interests to potential choices.  
**Link:** [https://bigfuture.collegeboard.org/college-search](https://bigfuture.collegeboard.org/college-search)

**Resource:** Cappex: Your College Decision Headquarters  
**Source:** Cappex  
**Description:** On this website, find colleges and scholarships in one place. Students can compare colleges and see what their admission chances are.  
**Link:** [https://www.cappex.com/](https://www.cappex.com/)

**Resource:** Chegg Colleges  
**Source:** Chegg Inc.  
**Description:** This website encourages student to find colleges that are the “right fit” by exploring various categories such as student rankings, city/area, student population, cost, and academics. Very user friendly and visually appealing.  
**Link:** [https://www.chegg.com/schools](https://www.chegg.com/schools)

**Resource:** Common Application  
**Source:** The Common Application  
**Description:** The main website for the Common Application  
**Link:** [http://www.commonapp.org/](http://www.commonapp.org/)

**Resource:** The Coalition Application  
**Source:** The Coalition for Access, Affordability, and Success Application  
**Description:** Essay Prompts for the Coalition Application  
**Link:** [http://www.coalitionforcollegeaccess.org/essays.html](http://www.coalitionforcollegeaccess.org/essays.html)

**Resource:** College Greenlight  
**Source:** Service provided by Cappex  
**Description:** Free site to help explore colleges, evaluate college fit, and research available scholarships  
**Link:** [http://www.collegegreenlight.com/](http://www.collegegreenlight.com/)

**Resource:** College Results Online  
**Source:** The Education Trust  
**Description:** This website allows the student to choose a college and find out about graduation rates, debt, loan repayments, and compare various colleges.  
**Link:** [http://www.collegeresults.org/](http://www.collegeresults.org/)

**Resource:** CSS Profile  
**Source:** College Board  
**Description:** Overview on how to apply for financial aid using the CSS Profile  
**Link:** [https://cssprofile.collegeboard.org/](https://cssprofile.collegeboard.org/)

**Resource:** FAFSA  
**Source:** U.S. Department of Education  
**Description:** The main website for FAFSA  
**Link:** [https://fafsa.ed.gov/](https://fafsa.ed.gov/)

**Resource:** Fastweb  
**Description:** Online resource in finding scholarships  
**Link:** [http://www.fastweb.com](http://www.fastweb.com)

**Resource:** Federal Student Aid  
**Source:** U.S. Department of Education  
**Description:** Offers guidance on financial aid and academic and financial planning  
**Link:** [https://studentaid.ed.gov/sa/prepare-for-college](https://studentaid.ed.gov/sa/prepare-for-college)

**Resource:** Khan Academy  
**Source:** Khan Academy  
**Description:** This website is a free learning resource that is tailored to the student. It offers personal coaching on different subjects.  
**Link:** [https://www.khanacademy.org/](https://www.khanacademy.org/)

**Resource:** National Center for Education Statistics: College Navigator  
**Source:** National Center for Education Statistics  
**Description:** This website allows students to find colleges, build a list of “My Favorites,” compare colleges side by side, use an interactive map, and search criteria to drill down to various schools.  
**Link:** [https://cssprofile.collegeboard.org/](https://cssprofile.collegeboard.org/)

**Resource:** SAT  
**Source:** College Board  
**Description:** Information on the SAT Test  
**Link:** [https://collegereadiness.collegeboard.org/sat?navId=gh-sat](https://collegereadiness.collegeboard.org/sat?navId=gh-sat)

**Resource:** CollegeHunch College Planning App  
**Source:** CollegeHunch  
**Description:** CollegeHunch is a mobile app. It allows students to browse and compare colleges anyway they wish.  
**Link:** [https://www.collegehunch.com/](https://www.collegehunch.com/)

**Resource:** Universal College Application Colleges  
**Source:** Universal College Application  
**Description:** List of colleges that participate in the Universal College Application  
**Link:** [https://www.universalcollegeapp.com/colleges](https://www.universalcollegeapp.com/colleges)